A COMPARATIVE STUDY OF WEBQUEST, BLENDED AND TRADITIONAL TEACHINGWITH RESPECT TO ACADEMIC ACHIEVEMENT, ACADEMIC PROCRASTINATION AND SELF REGULATION OF LEARNING OF SENIOR SECONDARY STUDENTS

Synopsis

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1.0 INTRODUCTION

"Education shall continue to be highly rated in the national development plans because education is the most important instrument for change: any fundamental change in the intellectual and social outlook of any society has to be preceded by an education revolution". (National Policy on Education,2004, p.8)

As National Policy on Education stated the influence of education on nation building by stating the power of education, it is mandatory to give priority to planning, execution and control of each and every aspect of education in different aspects. Education as a tool can do wonders to bring change in nation, society, people and their lives. More emphasis on education yields more development in nation from top to bottom. It acts as a bridge between the problems and solutions at each level by giving an individual knowledge, skills and abilities. Development of today sets path for development in tomorrow and problems of today can be the problems of tomorrow if not dealt. Developing education, also aims to introduce knowledge in real life and using concepts and mental processes to solve issues and situations that arise on a frequent basis. (Al-Ziadat & Qatawi, 2014 as cited in El-Adwan,2014, p.31)

With the growing and changing trends in the field of education, changes in technology can also be seen which further alters the way of how people learn and access information. Digital technology, in particular, facilitates for multi-modal classroom engagement and serves as a promoter for the development of collaborative reasoning through idea exchange. It also provides ample opportunities for teachers and students to 'share, explain, justify, analyze, and reformulate ideas (Mercer et al., 2019 as cited in Liang & Fung, 2020). These changing trends are streamed from school to society, individuals and their lives. More and more researches are being carried on to keep technology and education at the same page as they go hand in hand. Schools and colleges act as the place for innovation whereas teachers act as a tool to bring innovation into the lives of students.

By keeping in mind, the needs of current scenario, ways of imparting knowledge are being altered to provide the finest experience to the students. As the aim of current scenario moves from tradition form of teaching to modern techniques, new methods and techniques of teaching are being highlighted to move teaching from teacher centered to student centered and make learning in education a constructive tool for students. Traditional classrooms are not being used during this pandemic period,

but their significance in the field of teaching learning ensure its presence, which brings a change to further mold it with other experience in order to bring best for students.

As the innovation focuses on students and their needs in learning process, methods and techniques needs to be updated with the same. Enhancing student performance and improving learning via the use of suitable technology procedures and resources has become the need of the situation (Alias et. al.,2013, p.763). Various methods, which inculcate technology have been innovated including both online and offline modes. With the current scenario of COVID-19 education has changed completely. Education has been shifted to online mode of teaching during this critical time period. This overnight shifting has created challenges to academicians and forced them to rethink on their traditional pedagogies of teaching. Teachers have to opt online teaching pedagogy approach or blended teaching pedagogy. Teachers are making the best efforts for uninterruptable education of their students. They are exploring different online teaching and assessment methods. There are many online methods of teaching which are being used by teachers and they are showing positive impact upon students' progress and webquest is one of them. WebQuest was originated in year 1995 by Bernie Dodge who was professor at San Diego state university, who dreamt of creating an internet tool in education. His idea was to create an online platform where students can solve there problem by themselves and explore there topics(Kurt, 2021). WebQuest application is a novel phenomena that encourages students to participate in their learning processes (Dodge, 1995 as cited in Alias et al.,2013, p.763). A WebQuest is an inquiry-based lesson style in which the majority or all of the content that learners work with originates from the internet (Dodge, 2007 as cited in Irafahmi, 2016, p.429).

"A WebQuest is a scaffolded learning format that uses links of various resources available over the internet and an authentic activity to motivate students' critical thinking of a focal, open-ended question, development of individual's capacity and involvement in a group activity that seeks to transform newly knowledge into a reflective understanding. The finest Web Quests accomplish this in a way that encourages students to perceive thematic connections, allows them to contribute to the actual world of learning, and encourages them to ponder on their own cognitive skills. "It is a graded learning approach that creates a bridge between online resources and real life, also it encourages students to participate in group activities , open-ended questions, and the development of personal

competence, as well as the transformation of previously acquired knowledge and experience into comprehensive understanding and learning."(Dodge, 2002 as cited in Demir & Gur, 2016, p.2080). A WebQuest is a structure of activities which a student completes with the help of online resourcesgiven by facilitator. WebQuest helps students to work independently with a set of guidelines which help in proper step by step organization and evaluation of it, here role of teachers changes from conveyor to facilitator and learning becomes student centered as it provides student with various links to enrich lesson plan in an effective way within a specific time frame.(Bates & Poole, 2003 as cited in AL-Khataybeh & AL-Awasa , 2016, p. 116)

1.1 COMPONENTS OF WEB QUEST

WebQuests, whether short or lengthy in duration, are purposefully designed to make use of every single unit of learner's time. There is hidden educational advantage in letting students surf the web without a clear objective in mind. To reach that level of efficiency and focus, WebQuest should be classified into different stages. These stages are:(Dodge, 1997)

Table 1.0 Table showing components of WebQuest

COMPONENTS OF WEBQUEST	FUNCTIONS
INTRODUCTION	Creates the stage for the inquiry or action by providing backgroundknowledge about the topic or concept.
TASK	Includes a "doable" task that is of interest to the learners; frequently defines roles for cooperative group members.
RESOURCES	It has links to high-quality Internet-based resources that students will utilise to complete the activity; links may be integrated in process.
PROCESS	Provides a step-by-step guidance for completing the task; should include a detailed description of what learners must do to complete the assignment.
EVALUATION	It should reflect exactly what learners need to accomplish to succeed, probably in the form of a rubric or checklist.
CONCLUSION	Brings the exercise to a close and explains what you hope the learners have learnt as a consequence of doing it.

1.2 EXAMPLE OF WEB QUEST DESIGN

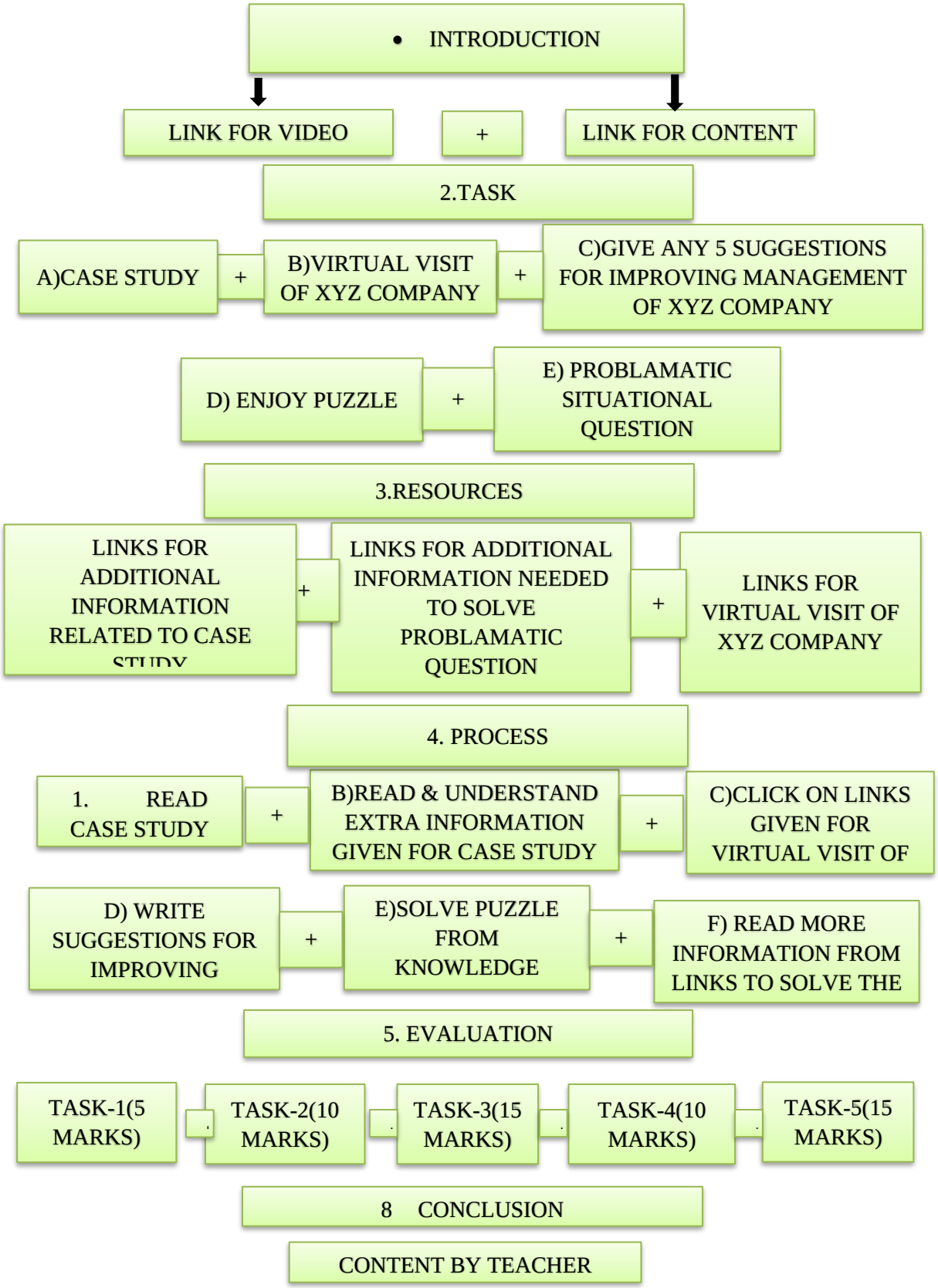

Fig 1.0 Image showing flowchart as an example of WebQuest

1.3 ATTRIBUTES OF WEBQUEST

For making a WebQuest effective various components along with attributes should be kept in mind. Some of the attributes of WebQuest are:(Solis, 2006 as cited in AL-Khataybeh & AL-Awasa, 2016, p. 116)

1. Web Quests make use of a primary question that truly requires attention.
2. Web Quests give students access to real-world resources.
3. Teachers and peers provide feedback to students.
4. Cooperation among students is promoted through different activities.
5. WebQuest uses various elements like scaffolding and constructive approach to enhance criticalthinking among students.
6. WebQuest relates old knowledge to new knowledge to enhance or build new knowledge frames inthe mind of student.

1.4 TYPES OF WEB QUEST

There are two levels of WebQuest which are completely different from each other (Dodge, 1997):

1. SHORT-TERM WEBQUEST- A short-term WebQuest is one in which students learn or grasp a significant amount of new information within one to three class periods.
2. LONG-TERM WEBQUEST- A long-term WebQuest is one in which students analyse the information deeply,transform it and demonstrate the understanding of material either in online or offline manner within a week or month.

As new methods of teaching are coming up and it is moving from traditional method to other forms where limitations of traditional method are covered but every method has its own drawback which is why new methods are innovated and practiced. Although traditional method, comes with a lot of advantages like increasing interaction, building entire personality of student etc. but many researches have proved it ineffective method. Need of students at particular period of time also plays a crucial role in implementing any teaching method and during this time of pandemic new methods have emerged and traditional method is being compared to them. In a research, WebQuest was compared to traditional teaching and its results revealed that students who were taught with traditional teaching scored more than those taught with WebQuest. This study further suggests more investigation on

same (Strickland, 2005, p.138)

As per a recent study, it was highlighted that WebQuest alone is not effective for teaching it needs to be integrated with other elements or form of teaching (Kobylinski, 2014, p.63). Therefore, need to blend online teaching with offline arises, which can be done through blended learning. Blended learning may be defined and applied in a variety of ways. Blended learning is a formal learning plan in which a student learns in part through the delivery of information and instruction online, with some element of student choice over time, location, path, and/or pace and at least in part, away from home, at a supervised at a different setting.(Staker & Horn, 2012). It is characterized as a mix of classroom and online learning that does not eliminate face-to-face contact entirely as it mixes e-learning and traditional teaching techniques, the Blended Learning programme is regarded as a flexible learning strategy. This approach is regarded as an innovative teaching style in which the instructor and student engage successfully. (Josephine, 2016, p.6). Blended or mixed mode education is an approach to education that mixes "face to face" and "remote learning" to educate students. In this scenario, the teacher or tutor will be able to meet with his pupils in both ways: (1) The face-to-face mode. (2) Using a technical method such as the Internet. (Atef , 2021, p.373).

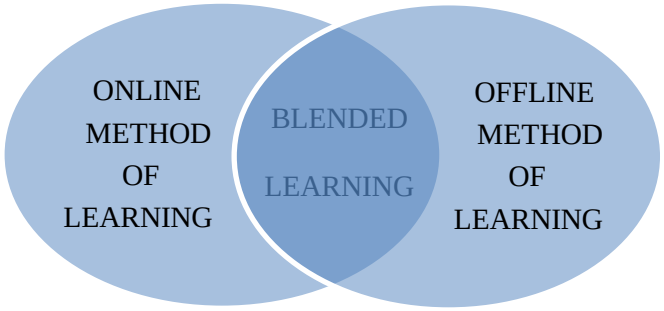

Fig 2.0 Image showing Blended Learning

As per a study, stated that WebQuest has a positive effect on improving the academic achievement of students. (Eyadat & Ababneh, 2015, p.1) . So, it is important to know more about the impact that WebQuest can make on Academic Achievement. Academic achievement refers to performance results that reflect how far a person has progressed toward specified goals that were the focus of activities in instructional settings, such as school, college, and university. (Steinmayr, Meibner, Weidinger &Wirthwein, 2020). Academic achievement was formerly believed to be the most significant consequence of formal educational experiences, and while there is little dispute about the importance

of such achievements in student life and later life. (Kell Lubinski & Benbow, 2013 as cited in Moore, 2019). Academic Achievement refers to “the student's school outcomes, i.e., a student who, while in the school system, public or private, at the appropriate age, successfully completes a high school degree or equivalent, with no pauses or failings.”(Rodrigues, 2001 as cited in Novo & Calixto, 2009, p.1).

As there are many factors that effect Academic Achievement of student in any given situation, one of the factor which influences achievement is procrastination. Procrastination may be described as a method of avoiding or evading unpleasant activities. Procrastination is typically justified by the procrastinator by claiming, "This is a dull assignment," or "I will complete it later."(Gargari , Sabouri & Norzad, 2011, p.76). Procrastination has been defined as a purposeful, unjustified postponing of taking decisions while being uninformed that this would result in specific unfavourable effects .(Simpson & Pychyl, 2009 as cited in Gargari , Sabouri & Norzad, 2011, p.76). It can also be linked to non-study-related issues such as unhappiness with social interactions, sleep issues, impatience and hostility, a sense of guilt, worry, and stress.(Ocansey et al., 2020 as cited in Naizov, Hen, Ferrari, 2021, p.3) and are inversely related to pupils' psychological well-being(Duru & Balkis, 2017 as cited in Naizov, Hen, Ferrari, 2021, p.3). Procrastination in academics is also reflected during teaching-learning and serves as an important factor in making it an effective or ineffective process. Academic procrastination is a type of procrastination that only happens in academic contexts. It entails knowing that one needs to complete an academic task or activity, such as writing a term paper, studying for exams, completing a school-related project, or completing weekly reading assignments, but failing to motivate oneself to do so within the expected time frame for one reason or another.(Ackerman & Gross, 2005 as cited in Jaio , Voseles , CollinsK. & Onwuegbuzie, 2011, p.120). In current scenario, there is need to study how procrastination in academics is reflected in student’s learning and how do they regulate there learning in this tough time using online modes of teaching-learning. Regulation of learning is a tough task for students when guides are far away from them, i.e. when they learn through online modes. Self-Regulation refers to the capacity to comprehend and control one's learning environment is referred to as self-regulated learning. The process through which pupils become managers of their own process of learning is referred to as self-regulated learning. Self-regulation is

neither a mental capacity nor a performance skill; rather, it is the self- directed process by which learners turn their mental abilities into work skills in a variety of settings, including academics, athletics, music, and health.(Zimmerman, 2015, p.541). Goal setting, self- monitoring, self-instruction, and self-reinforcement are examples of self-regulation abilities.(Harris & Graham, 1999; Schraw, Crippen, & Hartley, 2006; Shunk, 1996 as cited in Shuy & OVAE, 2010, p.1)The cognitive, metacognitive, behavioural, motivational, and emotional/affective elements oflearning are all included in self-regulated learning (SRL). As a result, it is an exceptional umbrella under which a large variety of factors that impact learning (e.g., self-efficacy, volition, cognitive strategies) are investigated in a complete and holistic manner.(Panadero, 2017, p.1). Students who self-regulate their learning are self-assured in their skills and efficiency, and they are naturally driven to study.(Pintrich & De Groot, 1990 as cited in Matric, 2018, p.81).

2.0 EMERGENCE AND JUSTIFICATION OF THE PROBLEMS

In present years, new approaches and strategies in education have grown, allowing individuals in the digital age to create information and use it in a variety of circumstances rather than simply memorising it (Sahin & Baturay, 2016, p.159). Active engagement of students in learning help to increase cognitive skills like application, evaluation, creation etc. (Kundu & Bain, 2006, p.6)

Teaching trends in present scenario are shifting from offline to online mode and during current situation of COVID-19 the need to adopt new online methods has increased as face to face method of offline teaching is not feasible during the current situation. Different modes and methods have come up to increase the productivity of teaching like blended learning which includes both online and offline learning.

Innovations are being brought up to find and apply new methods of online teaching by catering the needs of students. Keeping in mind, the problems in online teaching, new methods and strategies are coming up to resolve current issues of teaching-learning. Various modes, methods, techniques and strategies are succeeding in online learning to help children learn at their own pace, gain more information and construct their own knowledge. One of these new web based learning is WebQuest Learning which serves as an example of integration of technology and teaching. (Latuperissa, 2012, p.52). The WebQuest is an internet based teaching and learning technique in which students are

actively engaged in an action or scenario and utilise the Web as a resource.(Zhou Q. et al., 2011, p.369) Major objective of WebQuest is to improve critical thinking abilities by pushing students to change knowledge acquired on the Internet rather of just seeking and memorizing information.(Vasquez, 2017).

Recent research on WebQuest, highlighted the effect of WebQuest on achievement and motivation among students, this study was conducted on 72 undergraduate students, ANCOVA and T-TEST were applied to find out the results which reflected positive effect of WebQuest on motivation and academic achievement as compared to conventional teaching.(Eyadat & Ababneh, 2015, p.1).

Another research which shows trend and content analysis remarked positive impact of WebQuest on academics (Alias, Siraj, Rahman & Ujang 2013, p. 763). Apart from this, a research which was carried on 9th grade students, applying t-test to find the result highlighted positive impact of Web Quest on student's critical thinking.(Bansal & Dutt, 2020, p.1). Along with Web Quest, other methods of teaching also have a remarkable effect on education which needs to comparison to know strength and weakness. A study done on senior high school students claimed that blended learning is better than traditional teaching(Utami, 2018, p.1). By keeping all the results and discussion of above mentioned researches the researcher came to some reasons for conducting research in this area, which are as follows:

As stated in National Education Policy 2020, new technological changes in education which change the way of teaching and learning in classes thus, more and more research need to be conducted in area to bring technology in classroom. Multiple aspects of education will be upgraded by using technology in education. (p.56). So, researches on new methods and approaches of online methods are being explored.

After getting into researches, it was also found that both WebQuest and blended learning two are effective in classroom and they have been compared separately with traditional method of learning but no research has been found where WebQuest is compared with blended learning. A comparative study done in Iran on 42 nursing students claimed that WebQuest was more effective than traditional method of teaching and it can be used to replace day to day teaching with WebQuest.(Najafi,Haghgou, Kaveh & Mansori , 2013). Results of comparative study show that blended learning has better effect

on learning outcome than traditional method.(Vallee, Blacher, Cariou & Sorbets, 2020). So, researcher will compare wequest, blended and traditional form of teaching to find out its effectiveness on students.

While exploring researches related to WebQuest it was found that a lot of researches have been carried out to view the effect of WebQuest on different variables like motivation, critical thinking, high order thinking skills etc. Although many researches on WebQuest revealed a positive effect on many variables but a research done to find the effect Web Quest on achievement and attitude revealed that WebQuest has a negative effect on attitude of learners(Sait, 2011, p.144&145). Another research of WebQuest which compared itself to traditional learning revealed a positive shift in critical thinking and writing skills.(Ebadi & Rahimi, 2018, p.617). After going through these researches it was found that none of the research was performed to find the effect of WebQuest on Academic Procrastination & Self-regulation of learning, which is an important part of individualized learning.

As WebQuest is a new method of learning, it has been applied to enhance learning in various subjects like math, science, english, also it has been applied to teach language learning. A research done in Spain on secondary school students to teach students English by using WebQuest revealed that teaching through WebQuest has a positive impact on cultural and digital competence of students.(Renau & Pesudo, 2016, p. 26). Another research which was conducted to teach foreign language in technical university stated that use of WebQuest in teaching foreign language increases motivation of trainees and bring improvement in their skills such as discussion and presentation skills.(Shvaikina, 2020, p.2372). While exploring researches it was found that no researches has been done on applying WebQuest on commerce subject.

Today's situation of covid-19 plays a crucial role in enhancing the role of online learning as it is difficult to conduct offline teaching and due to this new methods and technique are being used in online learning to make the system of teaching-learning effective for both students and teachers. A research done at the time of pandemic point out the pros of using online methods of teaching which are flexibility in schedule and spaces. It also points out cons which are lack of technological knowledge, social interaction and dedication among students. (Diaz, Caminero, Lloret, Gonzalez & Castillo, 2020, p.8). WebQuest serves as a method during this time to make teaching-learning

effective.

All the above given reasons reflect the importance of comparing WebQuest to other methods as some researches reflect that this method alone is not effective. Also, none researches have been found in which WebQuest is applied on business studies. Another important reason is dependent variables which are not used in past on both WebQuest and Blended Learning.

All the above reasons, gave rise to explore this some research questions which are as follows:

- How does Web Quest, Blended and Traditional Teaching affect academic achievement of the commerce students?
- What will be the impact of these modes of teaching on Academic Procrastination?
- Which teaching approach will be the most helpful for students to self-regulate theirlearning?
- What results will WebQuest yield when mixed with traditional teaching?
- Which method will be the best among all three types of teaching?

To find out the answers of above mentioned research question, researcher has decided to work on this topic.

3.0 STATEMENT OF THE PROBLEM

The problem undertaken by research in present study is stated as below:

A Comparative study of WebQuest, Blended and Traditional Teaching with respect to Academic Achievement, Academic Procrastination and Self Regulation of Learning of Senior Secondary Students.

4.0 OPERATIONAL DEFINITIONS OF THE TERMS

WEBQUEST

WebQuest refers to entirely online mode of teaching-learning in which students learn at their own pace in a systematic format presented by teacher which develops deep understanding and critical thinking among learners. Also, it focuses on knowledge construction by active participation of students which make it child-centered and an interesting teaching format.

BLENDED LEARNING

In present study, Blended Learning means merging WebQuest and face to face learning in a classroom to provide best conditions to learners and facilitate inclusive environment to them.

TRADITIONAL METHOD

Traditional method of teaching involves a teacher centered process where teacher instructs learners and provide them with necessary information needed to fulfil academic objectives.

ACADEMIC ACHEIVEMENT

Academic Achievement refers to the outcome of student's learning after teaching certain topics of business studies in different learning environments through different modes and methods.

ACADEMIC PROCRASTINATION

Academic Procrastination refers to the delay done by students in completing any academic task due lack of interest, task aversiveness, personal initiative and sincerity which results in poor time management of any activity done by a learner.

SELF REGULATION OF LEARNING

Self Regulation refers to planning & goal setting of task in such a way that learning can become efficient and effective. It also involves self awareness, self motivation, self control, self evaluation and self modification to fulfil one's own goals.

5. 0 OBJECTIVES

1. To study the effect of Web Quest on Academic Achievement of senior secondary students.
2. To study the effect of Web Quest on Academic Procrastination of senior secondary students.
3. To study the effect of Web Quest on Self Regulation of learning of senior secondary students.
4. To study the effect of Blended Learning on Academic Achievement of senior secondary students.
5. To study the effect of Blended Learning on Academic Procrastination of senior secondary students.
6. To study the effect of Blended Learning on Self Regulation of learning of senior secondary students.
7. To study the effect of Traditional Teaching on Academic Achievement of senior secondary students.
8. To study the effect of Traditional Teaching on Academic Procrastination of senior secondary students.

9. To study the effect of Traditional Teaching on Self Regulation of learning of senior secondary students.
10. To compare the effect of Web Quest, Blended and Traditional Teaching with effect to Academic Achievement on senior secondary students.
11. To compare the effect of Web Quest, Blended and Traditional Teaching with effect to Academic Procrastination on senior secondary students.
12. To compare the effect of Web Quest, Blended and Traditional Teaching with effect to Self Regulation of learning on senior secondary students.

6.0 HYPOTHESES

1. There will be significant effect of Web Quest on Academic Achievement.
2. There will be significant effect of Web Quest on Academic Procrastination.
3. There will be significant effect of Web Quest on Self-Regulation of learning.
4. There will be significant effect of Blended Learning on Academic Achievement.
5. There will be significant effect of Blended Learning on Academic Procrastination.
6. There will be significant effect of Blended Learning on Self-Regulation of learning.
7. There will be significant effect of Traditional method on Academic Achievement.
8. There will be significant effect of Traditional method on Academic Procrastination.
9. There will be significant effect of Traditional method on Self-Regulation of learning.
10. There will be found a significant difference among Traditional method, Web Quest and Blended Learning.

7.0 DELIMITATIONS OF THE STUDY

This study will be delimited to following areas:

1. This study will be delimited to schools of C.B.S.E board of Agra City
2. The study will be delimited to students of senior secondary level, i.e 11^{th} & 12^{th} standard.
3. The subject of the study will be delimited to Business Studies only.
4. In this study, Blended learning will be delimited to blending WebQuest with offline mode.

8.0 METHODOLOGY OF THE STUDY

Methodology of the study will be followed as:

8.1 VARIABLES OF THE STUDY

Following variables will be used in the study:

1. Independent Variable

Independent variables used in this study are Web Quest, Blended and Traditional mode of teaching.

2. Dependent Variables

Dependent variables involved in this study are Academic Achievement, Academic Procrastination and Self-Regulation of Learning

3. Controlled Variables

In present study, controlled variables are methods of teaching, age, teaching subject and teaching topics.

8.2 METHOD OF RESEARCH

Quasi-Experimental Research will be used in present study to compare WebQuest, Blended and Traditional Teaching with respect to Academic Achievement, Academic Procrastination and Self-Regulation of Learning.

8.3 DESIGN OF THE STUDY

By keeping all the scenarios of present study in mind, quasi-experimental pretest-posttest control group design will be used.

Table 2.0 Table showing design of the study

GROUPS	PRE-TEST	TREAMENT	POST-TEST
EXPERIMENTAL GROUP 1(WebQuest)	Pre-test of academic achievement, academic procrastination and self-regulation of learning.	Teaching by using Web Quest.	Post-test of academic achievement, academic procrastination and self-regulation of learning.
EXPERIMENTAL GROUP 2(Blended learning)	Pre-test of academic achievement, academic procrastination and self-regulation of learning.	Teaching by using Blended Learning.	Post-test of academic achievement, academic procrastination and self-regulation of learning.
CONTROL GROUP(Traditional Teaching)	Pre-test of academic achievement, academic procrastination and self-regulation of learning	Teaching by using Traditional method.	Post-test of academic achievement, academic procrastination and self-regulation of learning

8.3.1 DESIGN OF EXPERIMENTAL PHASE

This design will be used during treatment phase:

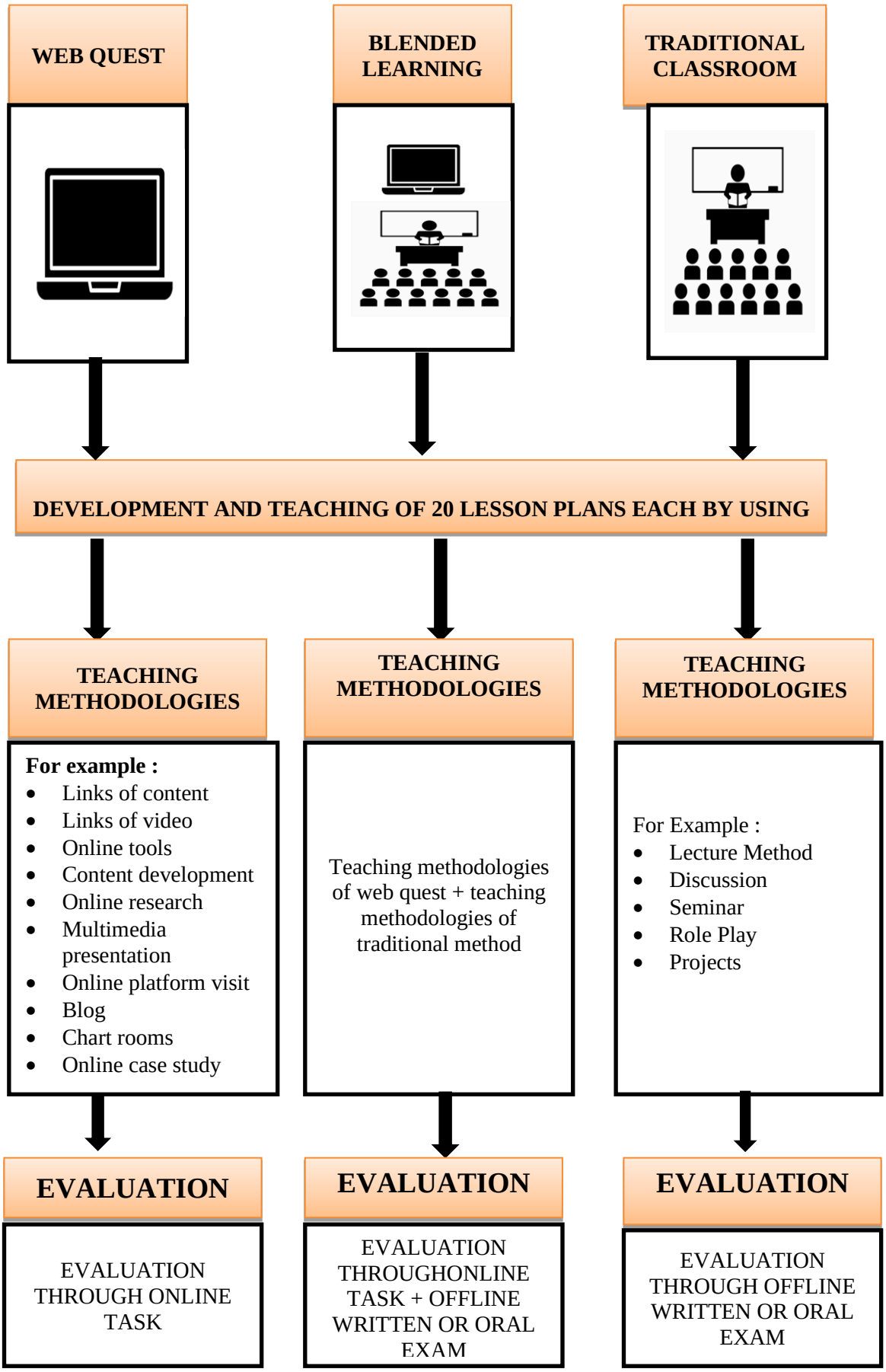

Fig 3.0 Image showing intervention phase of design

8.4 SAMPLE OF THE STUDY

In present study, res**earcher will select samples by following procedure:**

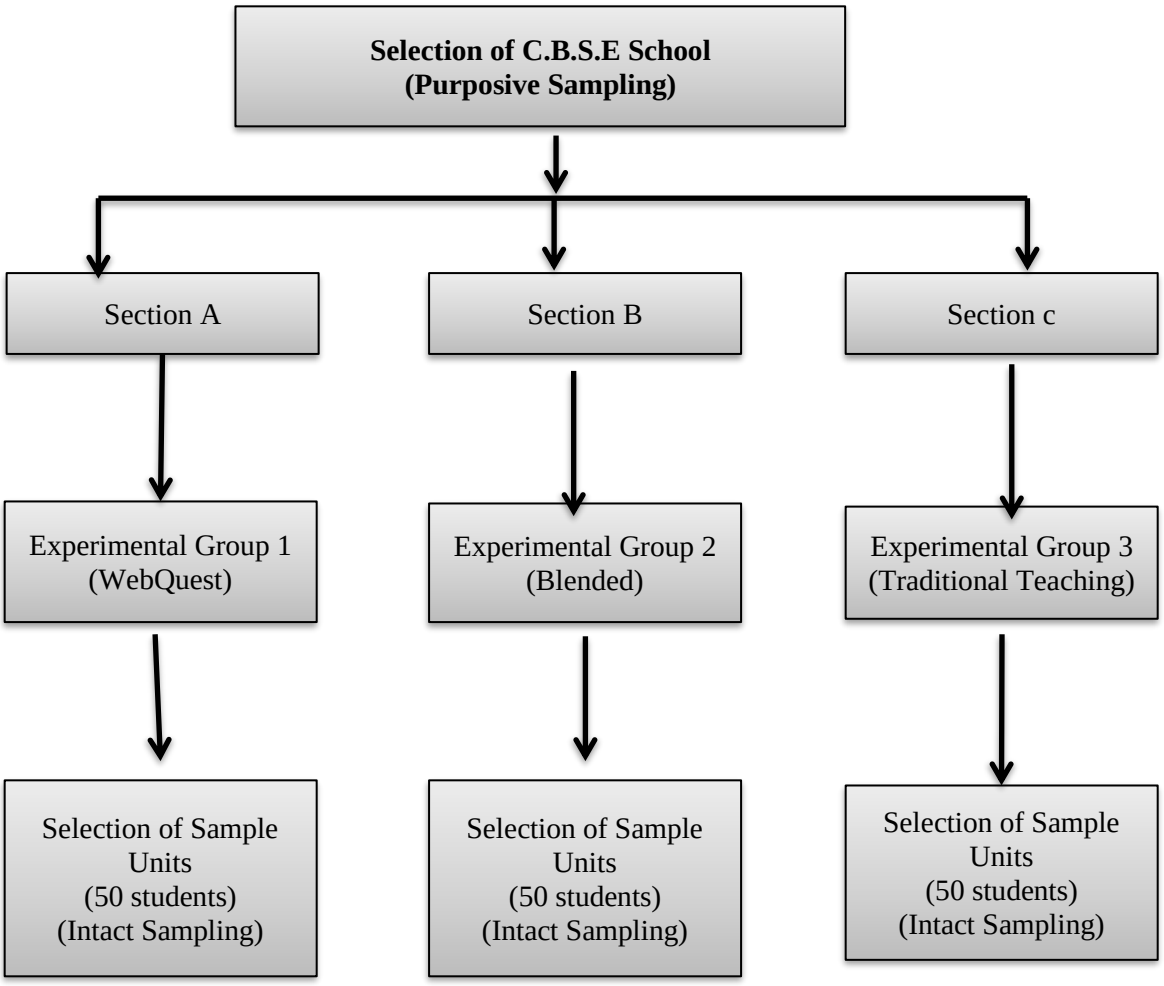

Fig 4.0 Image showing sampling procedure

8.5 TOOLS USED IN THE STUDY

Tools that will be used for collecting data in the study are as follows:

- Self-constructed test of Academic Achievement will be used to compare the effect of WebQuest, Blended and Traditional Teaching.
- Academic Procrastination Scale developed by Savita Gupta and Liyaqat Bashir, 2019 will be used to compare the effect of WebQuest, Blended and Traditional Teaching.
- Self-Regulation learning scale tool by Madhu Gupta and Dimple Mehtani, 2017 will be usedto compare the effect of WebQuest, Blended and Traditional Teaching.

8.6 STATISTICAL TECHNIQUES

In present study, both descriptive and inferential statistical techniques will be used, which are as follows:

Descriptive statistics: Mean, Standard Deviation and Graphical Representation will be used to compare the scores of all three groups.

Inferential statistics: ANCOVA will be used to compare pre-test and post-test scores of Academic Achievement, Academic Procrastination and Self-Regulation in learning of all groups.

9.0 SIGNIFICANCE OF THE STUDY

As researches have grown, new methods of teaching and learning have evolved, apart from traditional method of teaching, online methods have been introduced and along with it blended learning is being applied. Traditional methods of teaching have lot of advantages and disadvantages and to cover its limitations online methods are being introduced, one of them is WebQuest.

Not every student is same, neither is there learning pattern nor in their individual needs. Each student needs to learn at their own pace so as to achieve goals and this is suitable with the help of WebQuest. When online teaching methods are combined with offline methods through blended learning, it improves understanding power of students as it covers all learning domains and involve increased use of senses. Blended learning increase student learning and optimize their performance. (Kiviniemi, 2014)

Activities of WebQuest and blended learning help to develop a creative approach among students and provide ability in problem-solving. Teamwork and joint efforts are reflected by applying WebQuest during teaching-learning (Shaukenova, 2015, p.345). It enhances critical thinking and motivation among students (Chen, 2020, p.6). Task integrated in WebQuest and blended learning increase student interaction which in turn leads to collaboration among students and develop co-operation towards one another.

As students are deeply involved in each and every stage of completing task, more senses get involved in learning which improves student attention and interest. Use of these method also increases student competency in using technology and being aware of the changes in current times.

Apart from the advantages of using online method, blended learning covers advantages of offline

method like direct contact with teacher, increased opportunity of engagement or interaction, flexibility, reduced isolation,deeper learning etc.(Jayanthi, 2019, p.391)

Availability is one of the significant factor of WebQuest as it available 24*7 and students can access it according to their convenience, it may be from school/college or home, this element reduces individual differences among students and help them to learn effectively.

As shift in behaviour is crucial for any type of learning, a recent study highlighted that providing scaffolding while using WebQuest has a great impact on results, interaction and behaviour of students.(Yang & Zhang, 2013, p.236). All these things bring a positive change in learning which is entirely the focus in current system of education.

10.0 OVERVIEW

Current chapter has focused on Web Quest which is a new mode of online learning and it iscompared with other two methods to know the best way of teaching-learning. This comparison isdone to gain information related to teaching methods and move as per the need of current time, Also, it is very important to update ourselves with technology and to bring innovation in the field of education.

This chapter also focuses on to know the effect of Academic achievement, Academic procrastination and Self-regulation of learning when processed under all three methods. These variables are taken into consideration because of their importance in current time, so that they can be applied in near future if they reflect positive results.

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